

The Mass Media Effect: American Perception and Attitude toward Africa

A Senior Honors Thesis

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by

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ABSTRACT

News, educational and electronic media introduce and perpetuate a simplified African continent or showcase extreme environmental/social conditions in Africa. 128 news articles from daily American newspapers were content analyzed. The results have indicated that African violence is portrayed disproportionately.

After evidencing negative media portrayal through newspaper, the opinions of 235 adolescent and young adult, middle school and high school students were involved in a controlled experiment with 5 survey conditions to measure overall perception of Africa. The results indicate that media exposure manipulates perception of at least the eating habits and diets of Africans.

Like many Americans, the students have not visited to Africa, yet based on the textual content and/or photo content frame of the news story to which individual respondents were exposed, their opinion of the severity of famine/hunger of an African population varied. Thus, students exposed to an overall favorable image of African lifestyle in a fictional news story reported a lower likelihood for Africans, in general, to be affected by hunger/famine. Likewise, students exposed to an overall unfavorable image of African lifestyle in a fictional news story reported a higher likelihood for Africans, in general, to be affected by hunger/famine.

The study is a starting point for institutionalized reform of international media coverage of African countries. Respondents have indicated a trend that the children of middle-class Americans have a negative perception of Africa. The next acceleration of the *African Growth and Opportunity Act* should include the enhancement of media social responsibility in portraying the realistic diversity of the 800 million Africans, reflecting and promoting increased American private investment—not charity—to the continent, that benefits Americans and Africans.

Dedicated to the Roys, “honorary” Roys, Monroes and Ms. Dorinda Jordan

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LIST OF TABLES

Table	Page
4.2 Word Frequency Results Indicated by Category, Percent and Frequency.....	29
5.2 Means for Responses to Populations Affected by Hunger/Famine.....	38

TABLE OF CONTENTS

Abstract.....	3
Dedication.....	5
Acknowledgements.....	6
Vita.....	8
List of Tables.....	9

Chapters:

1. INTRODUCTION.....	12
1.1: The Problem of Mass Media Portrayal of Africana..	13
2. ECONOMY.....	14
2.1: African Economic Importance to the USA.....	14
2.2: Public Policy Initiatives.....	19
2.3: The African Growth and Opportunity Act.....	19
3. THEORETICAL FRAMEWORK OF NEGATIVE PERCEPTIONS OF AFRICA.....	22
3.1: Intellectual Development Theory.....	22
3.2: Cultivation Analysis.....	22
3.3: Agenda Setting.....	23
3.4: Framing.....	24
4. AMERICAN NEWSPAPER COVERAGE OF AFRICA: A CONTENT ANALYSIS.....	26
4.1: General Methods and Design.....	26
4.1.1: <i>Design</i>	26
4.1.2: <i>Stimulus Materials</i>	26

4.1.3: <i>Procedure</i>	27
4.1.4: <i>Measures</i>	27
4.2: Results.....	29
4.3: Discussion.....	29
4.3.1: <i>Critique</i>	30
4.4: Conclusion.....	31
 5. ADOLESCENTS' PERCEPTIONS OF AFRICAN EATING HABITS: INVESTIGATING THE EFFECTS OF PHOTO IMAGERY AND TEXTUAL FRAMING.....	32
5.1: General Methodology and Design.....	32
5.1.1: <i>Methodology</i>	32
5.1.2: <i>Design</i>	32
5.1.3: <i>Subjects</i>	33
5.1.4: <i>Stimulus Materials</i>	34
5.1.5: <i>Procedure</i>	34
5.1.6: <i>Measures</i>	35
5.2: Results.....	36
5.3: Discussion.....	38
5.3.1: <i>Critique</i>	40
5.4: Conclusion.....	41
 References.....	42
 Appendix A: Questionnaire Version 1.....	46
Appendix B: Questionnaire Version 2.....	57
Appendix C: Questionnaire Version 3.....	68
Appendix D: Questionnaire Version 4.....	77
Appendix E: Questionnaire Version 5.....	88

CHAPTER 1

INTRODUCTION

“Africana” is Africa as a geographical land mass as well as reference to the people, economics and culture of the continent. Unfortunately, studies involving Africana and mass media communication are rare; hence, there is reliance on articles published some 30 years ago.

Daily injurious statements and after-thought mention of Africa in current events reinforce that the dominant media image of Africa in the United States is one of backwardness and poverty (Murphy, 1973). This study is compelling because the trend of negative images is not confined to recent and current programming, “we imagine that all Africans live in grinding poverty, suffering from poor sanitation and health, virtually untouched by twentieth century technology,” (Murphy, 1973, p. 9). People retain the stereotypes and mythical images in American published materials and media throughout their lifetimes (Corby, 1985). Lack of exploration with this subject leaves one to conclude or assume that nothing has evolved; thus, seemingly outdated material is considered fitting and relevant. Based on the findings, there is no indication that the delineation of African extremes has subsided or will end in the near-term. The research discusses the pertinence of an improvement in the American mass media portrayal of Africa.

1.1 The Problem of Mass Media Portrayal of Africana

What the American media shows and says about Africa is lop-sided in both subject matter and air time (Paterson, 1991). While the "...familiar theme in international news flow is the overemphasis on 'bad' news typically reflecting social disruption and natural disasters" (Al-Menayes, 1996, p. 5), events in Africa—specifically—include genocidal conflict, disease pandemics and charity calls. Widespread depiction of civil unrest is produced by the lack of permanent media assignments in Africa and understaffed African assignments (Onyedike, 2000). Major networks contend that the cost of coverage in Africa is excessive (Al-Menayes, 1996). To the contrary, story content is not cost-associated.

Notably, Africa suffers from a tradition of media neglect and when it is finally recognized, the image and story broadcast is based on the construction of its old stereotypes (Goke-Pariola, 1992). The Africa known to non-Africans is a tangled web of dark people in precious lands. For illustration, sub-Saharan Africa (the region comprised of mostly dark-skinned people) has been credited as the root of HIV and AIDS, arguably the most devastating virus known to man (Stillwaggon, 2003). Early research about the virus was thwarted, in large part, due to western preconceptions about lusty, ancestral African sexual behavior (Stillwaggon, 2003): negative assumptions derived from misinformation about Africans. Nonetheless, the world is 25 years into HIV and AIDS discovery, without a cure and little acknowledgment of missed scientific opportunities (Stillwaggon, 2003) due to prejudice and western ignorance.

Positive images of Africa are limited to vegetation and other wildlife while the existences of people, not to mention industrial civilization, are totally ignored (Lutz & Collins, 1993). In pursuit of finding beauty within the continent, black African people are often irrelevant. If and when black people are shown, they are starving, simple-looking and discomforted. They appear needy, promoting the myth that foreign aid is miraculous and responsible for African subsistence (Maren, 1997). Another common view is the 'tribal fixation' that several American geography textbooks capture (Myers, 2001). Many emphasize that Africans live in small tribes and villages and that within these villages constant, barbaric warfare persists.

Conversely, there is proof that Africa is not as weird and strange as mass media credits. Some African news stories are often rejected because they conflict with popular Western beliefs about the region (Paterson, 1991). If news stories are covered, most national media rely on their own correspondent or white-African interviewees—regardless of their degree of knowledge—instead of black Africans (Al-Menayes, 1996; Paterson, 1991). These common practices display “a bias against delivering information to the Western public from African sources” (Paterson, 1991, p. 70) and is called the Anglo-American bias (Paterson, 1991).

The Anglo-American bias is perceived to be maintained at an editorial level, very closely related to the “view of the continent as little more than a gigantic basket case” (Gordon & Wolpe, 1998, p. 9) or Afro-pessimism. Afro-pessimism is an example of the new stereotypes of Africa (Murphy, 1973), which

use seemingly accurate data to validate overt, negative conclusions about the continent or individual countries within the continent of Africa (Murphy, 1973).

Afro-pessimists claim that their view of the continent is not malicious misconception, but revelation of truth. Afro-pessimism is mildly supported, with no caveats, since most Americans have never visited Africa. For this reason, most American knowledge of Africa is disproportionately based on negative perceptions (Piersman, 1979). The unconscious assumptions are grounded in hearsay and are “an outgrowth of a deeply buried, fundamental set of cultural assumptions about race and civilization that have been building in Western culture for at least four hundred years” (Murphy, 1973, p. 1). The unconscious bias “yields a distorted and unjustifiably negative American perception of the African continent” (Gordon & Wolpe, 1998, p. 53).

Reasonably, years of training in the atmosphere of mythical African imagery builds “an automatic attitude of disbelief in a positive image of Africa and Africans...” (Goke-Pariola, 1992, p. 10). “Sophisticated dissemination of inaccurate information” (Wiley, 1983, p. 3) through a deliberate and “...active information/disinformation program” (Wiley, 1983, p. 24) fuels faulty data and images into western society (Wiley, 1983). It is important to uncover and dismantle the corrupt and to value the credible news sources, those which portray foreign countries—African ones, in particular—favorably.

Africa is a continent comprised of many developing countries at varying stages of development; however, the point made by Murphy more than thirty years ago is still relevant today:

...not to argue that Africa can and should be equated with the US in material development or standard of living. Africa's greatest felt need is for major material development, as rapidly as possible. But to understand modern Africa, one must understand that there are many modern cities, significant numbers of middle class people, well developed systems of communication, health, education and welfare, and properly functioning governmental structures. It is not that Africa has no modernity, or that modernity is alien to Africans, but simply that Africans need and want much more, (Murphy, 1973, p. 9).

Africa is home to 800 million people of all ethnic origins with over 3,000 indigenous languages, and the continent has in excess of 50 sovereign, industrialized governments (Energy Information Administration, 1999). However, Americans are not exposed to the diversity and varying levels of African sophistication (Myers, 2001) because mass media portrays a monolithic African environment. Since the complexity of African life is neglected, Americans manifest a skewed western familiarity with a whopping 13% of the world's population (Wiley, 1983; Department of Energy, 1999).

CHAPTER 2

ECONOMY

Positive and realistic images of Africa are imperative for sensitive, long-term economic relationships between African nations and the United States of America.

2.1 African Economic Importance to the United States of America

The national energy policy released May 2004 revealed that Africa was “one of the fastest-growing sources of oil and gas for the American market” (Corporate Council on Africa, 2005). Currently, 20% of United States oil imports come from Africa, and there are claims that United States’ oil import from Africa will total 25% of all United States’ oil imports by 2015 (Gordon & Wolpe, 1998). The United States relies on Africa for supplies of strategic minerals (Gordon & Wolpe, 1998) because “Africa possesses 54% of the world’s cobalt, 32% of its bauxite, 52% of its manganese, and 81% of its chromium stocks; South Africa alone has 84% of the world’s reserve of platinum, and Zimbabwe has significant platinum potential” (Gordon & Wolpe, 1998, p. 6).

Even during Reagan’s presidency, Africa’s potential was realized; his senior official on African affairs said, “Africa’s success will mean exports and jobs and investment opportunities for Americans” (Gordon & Wolpe, 1998, p. 6), which is now a reality. Simply, failure in Africa by mode of disease pandemic, civil unrest or economic catastrophe is a direct threat to our national budget (Gordon & Wolpe, 1998). The magnitude of African social unrest portrayed by

mass media misleads Americans. Concisely, American media ignore current financial gains and must redirect its focus to ensure that Americans maximize on the real-time benefits that African involvement presents to Americans.

Some economic incentives in Africa include its individual stock markets. In 1998, there were many in planning stages and 15 of them already in existence, with Ghana harboring a \$2 billion stock on international markets (Gordon & Wolpe, 1998). Additionally, American investors find the Johannesburg, South Africa, office of JP Morgan very profitable (Gordon & Wolpe, 1998). However, awareness of African strategy within the United States is usurped since mass media exploits an Africa that is diseased, warring or covered by jungle and desert.

Even people of African descent fuel negative images (Onyedike, 2000) notwithstanding evidence of significant growth in trade and industry in Africa. In many instances, African American newspaper editors completely ignore African story content (Onyedike, 2000), countering the assumption that news from and about Africa is of interest to African Americans due to their common heritage. It is reasoned that the socialized educational environments where these editors developed and became professionals cultivated this apathy (Onyedike, 2000).

American institutions of higher education contribute to negative attitudes of the continent further, by teaching from misinformed textbooks (Myers, 2001) to an array of educated elites-to be. Print and electronic media, textbooks, teachers, and even educational media socialize children and adolescents in imaginative definitions of African people and culture (Wiley, 1983). This study

seeks to correlate mass media images of Africa with negative American attitudes toward Africana.

2.2 Public Policy Initiatives

Our government has long recognized a need for involvement in Africa through passage of the *African Growth and Opportunity Act*. The African Growth and Opportunity Act was signed on May 18, 2000 as Title 1 of The Trade and Development Act of 2000. The acceleration and extension of the Act was passed on January 20, 2004. “The Act offers tangible incentives for African countries to continue their efforts to open their economies and build free markets” (Africa Growth and Opportunity Act, 2005). As a result, American businesses invest in African countries with less reluctance (The White House, 2004). The openness of African economies strengthens not only American ability, but Africans’ ability to benefit from positive international relationships. As proof, American affiliates in Africa have attained worldwide sales of \$36.6 billion and a net income of \$2.8 billion (Africa Growth and Opportunity Act, 2005). American direct investment in Africa supports trade and fuels domestic industry (Africa Growth and Opportunity Act, 2005).

2.3 The Africa Growth and Opportunity Act In-Practice

Remarkably, a successful non-profit organization is cognizant of the opportunities in Africa and has created a conglomeration for American direct private investment in the continent. The Corporate Council on Africa (“CCA”) is a powerhouse, accounting for more than 85% of American investment in Africa (Penn, 2004). The CCA provides a network for American business leaders and

African government officials promoting investment (Corporate Council on Africa, 2005). The conglomeration currently advances telecommunications and IT, health, transportation, energy, agriculture, infrastructure, small business and financing in Africa through investment expenditures, in compliance with the *African Growth and Opportunity Act* (Penn, 2004). During June 20-24, 2005, in Baltimore, Maryland, more than 2000 business and government leaders from the United States and African nations convened for the bi-annual USA-Africa Business Summit to raise Africa's profile. During the last summit, President George W. Bush, cabinet members, and the Senate sub-committee on African affairs were in attendance (Penn, 2004).

Likewise, American investment in African nations are not sponsorship opportunities, they are bonafide investments with a likely return. American investment enables African governments to supplement already-successful and evened infrastructure or catapult new government, noteworthy of news reporting. The CCA has been largely successful in promoting this concept to corporate America; however, these realizations are absent from most of American society. The fact is, Africa is more than three times the size of the United States offering a multitude of land use, fostering promising business enterprise. Prejudices against Africa prevent international cooperation and mutually satisfying relationships between the west and Africa (Goke-Pariola, 1992).

In 1996, American trade with the 11 countries of southern Africa alone totaled nearly \$9 billion, which is roughly the same as American trade with all of the countries of the former Soviet Union, including Russia (Gordon & Wolpe,

1998). Mass media did not capture such activity in 1996, nor does it acknowledge current pursuits; nevertheless, former President Reagan's senior official on African affairs, Chester Croker, predicted:

Even beyond trade implications, Africa is important to America because the solutions to the greatest security challenges we now face—international crime and terrorism, drug trafficking, global warming and ozone depletion, biodiversity loss, the proliferation of weapons of mass destruction, scarcity-induced conflicts over land and water resources, rapid population growth, massive flows of refugees and displaced persons—transcend national and regional boundaries and will require global cooperation (Gordon & Wolpe, 1998, p.58).

Truly, Africa's potential in business and geopolitical colloquium is utilized in sub-sufficient quantities. In large part, mass media images flood American perception. American ignorance of Africa and mass media slight does not enable global cooperation.

America is gullible in believing the disdainful African images facilitated through mass media. A deliberate public policy initiative is required to offset the skewed images. The current unreality in African images in the United States is never opposed.

CHAPTER 3

THEORETICAL FRAMEWORK OF NEGATIVE PERCEPTIONS OF AFRICA

3.1 Intellectual Development Theory

It is important to understand the dynamics of negative attitudes toward Africana through age differences. “By school age, children become adept at inferring others’ beliefs, attitudes, and internal traits and states,” (McKown, 2004, p. 598). In a 1998 study by Muharrar, a sample of 1200 children, ages 10-17, from the 4 most common ethnic groups in the United States, associated positive characteristics with white characters and negative characteristics with black characters (Ward, 2002). A national survey of seventh and twelfth grade students’ perception of Africa showed that imagery of Africa included the terms “savage, uncivilized, native, spears, witchdoctors, huts, dirtiness, and lack of history” (Wiley, 1983, p. 7) and the responses were most prevalent among high school seniors (Beyer & Hicks, 1968). Thus, as children progress, they assimilate more information into their schemas about the physical and social world (McKown, 2004). It is time to re-evaluate the culminating effect of various media, public school teaching and anecdotes about Africa, upon our latest generation. Necessarily, this study will explore the claim that younger people are more likely to express an attitude of acceptance on racial issues because of their ‘coming of age’ during a substantially different historical period (Dowd, 1980).

3.2 Cultivation Analysis

Psychological and sociological research on race relations offers that adults are aware of racism, including stereotypes, prejudice, discrimination and

ethnic conflict (McKown, 2004). “Race has been and remains a powerful and destructive force in shaping American perceptions and opinion” (Gordon & Wolpe, 1998, p. 5) and has severe consequences in foreign policy (Gordon & Wolpe, 1998). Even Hollywood marginalizes African people and sometimes, viewers have their first, and only recurring encounters with Africa from television and movies. The *Tarzan Series*, *Out of Africa*, *Gorillas in the Mist*, *The African Queen*, *The Gods Must be Crazy*, *Coming to America*, and even *Sesame Street* contribute to popular African stereotypes (Goke-Pariola, 1992). These films showcase Africans as awkward, underdeveloped and having no similarities with familiar culture. Moreover, negative American media portrayal absorbed by adults and, most importantly children, is damaging to our society at-large. According to Cultivation Analysis, viewers are likely to develop a schema relative to Africa based on its portrayal and will replicate what is seen on television in their personal lives (Gerbner & Gross, 1976).

3.3 Agenda Setting

“Perhaps the most striking overall pattern in network television’s coverage of international news is its congruence with the foreign policy priorities of the US government” (Larson, 1988; Paterson, 1991, p. 69). An event or issue shown on television is superimposed into the agenda of the viewer. Government succeeds in effectively conveying its first priority agenda in which the public will also make first priority; in other words, government cleverly shapes public attitude to match their own (Paterson, 1991). The public does not take into account that news stations are fed information from “the Associated Press, United Press

International, Agence France Press, and other wire services” (Wiley, 1983, p. 25) despite its overall relevance in American affairs.

3.4 Framing

The angle in which a story is pitched is determined by a combination of perceived audience interest as well as editorial approval of that article (Tankard, 1991). Language, images, frequency and positioning of subjects is part of the frame of the message (Tankard, 1991). The general Africa frame is one of negativity, blight, disorder and pandemic (Myers, 2001).

Similarly, Implicit Visual Propositioning has been shown to dictate viewer perception and attitude (Abraham, 1998) by interpreting “how images can be used implicitly and subtly to proposition meanings that go beyond simply the information contained in the text...” (Abraham & Appiah, 2003, p. 4). Racial attitudes are activated by implicit visual imagery and news media can promote cyclical, stereotypical perceptions in a restrained and cunning manner (Abraham & Appiah, 2003).

A previous study comparing visual and textual images of Africa was not found; however, a similar one involves the use of implicit racial images and their effect on respondents (Abraham & Appiah, 2003). In this study, differential visual representation of white, black and both white and black ethnic groups compelled staggering results based on ethnic groups affected with the social problem (Abraham & Appiah, 2003). Respondents indicated a stronger likelihood for the social problem to be endured by blacks, even when shown the white visual

images; thus, the results were indicative of enabling attitudes and beliefs prior to participating in the study.

CHAPTER 4

AMERICAN NEWSPAPER COVERAGE OF AFRICA: A CONTENT ANALYSIS

The study explores the following question: How is Africa portrayed in America's largest newspapers?

4.1 General Methodology & Design

4.1.1: Design

The experiment includes an e-content analysis using SIMSTAT/WordStat® software. Word frequencies in selected articles about Africa were measured through quantitative analysis. Stimulus materials consist of published, print articles from American newspapers.

The content analysis allowed for the safe extrapolation of data, which pertain to the following theories: Agenda Setting (McCombs & Shaw, 1994) Cultivation Analysis (Gerbner & Gross, 1976) and Framing (Tankard, 1991).

The LexisNexis Academic Search was used to search articles from papers published in the United States. *USA Today*, *Wall Street Journal*, *NY Times*, *LA Times* and *Washington Post* are the top five newspapers by circulation size, ranging from 2,241,677 to 749,863 (US News..., 2005). The selected news category was "US News". The search terms included "Africa –or- Africans...in Headline, Lead Paragraph(s), Terms" –and not—"African Americans in full text" across the date range set for May 11, 2005-May 18, 2005.

4.1.2: Stimulus Materials

The LexisNexis Academic Search retrieved 128 usable articles. The count was derived as follows: *USA Today* 0, *Wall Street Journal* 0, *NY Times* 63,

LA Times 31, *Washington Post* 34. The *Wall Street Journal* full article was inaccessible as only abstracts were supplied by the search and unusable.

4.1.3: Procedure

Articles were copied and pasted individually and directly into the SIMSTAT workspace. After all articles were posted, WordStat ran an automatic frequency analysis of all of the words contained in every article.

4.1.4: Measures:

The measurement instrument—dictionary—collected information for the single variable, the entire text body entitled “story”. The dictionary was created to exclude commonly used words such as “a”, “and” and “the” and those that occurred less than 5 times. Further, categories were created manually based on relevance. Additionally, a “phrase finder” as well as “keyword in context” and a crosstab reference were used.

The dictionary index was created using the exact words or words related to: (1) Africa, (2) Government, (3) Inadequate, (4) Disease, (5) Promiscuity and (6) Violence. Other words which occurred in the text more than five times, but also unfitting for any listed category and could not be appropriately grouped together were left as stand alones.

An explanation of the dictionary index is as follows:

Africa:

All words relating to, and including, “Africa”: specific countries, languages, citizens, references to tribes.

Government:

All words relating to, and including, government such as “parliament”, “rights”, “trade”, etc.

Inadequate:

All words relating to, and including references to a state of inadequacy such as “beneath”, “improvement”, “increase”, etc.

Disease:

All words relating to, and including “disease” and types of disease such as “malaria”, “tuberculosis”, “HIV”, etc.

Promiscuity:

All words relating to promiscuous activity such as “fornication”, “rape”, “condom”, etc.

Violence:

All words relating to, and including, “violence”, “war”, “kill”, etc.

The analysis addressed the following hypothesis:

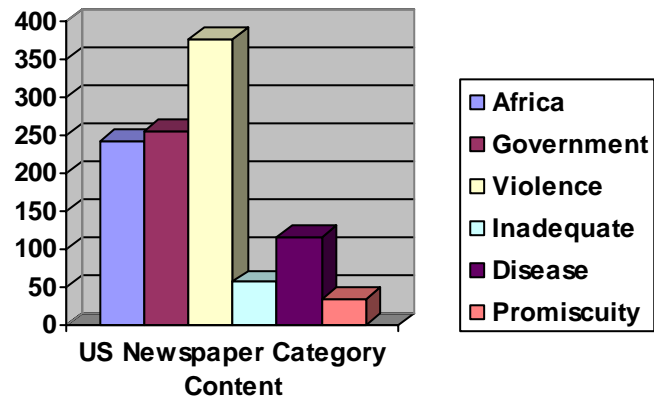
- **H1:** Articles have negative adjectives
- **H2:** Articles include references to violence
- **H3:** Articles have negative phrases
- **H4:** Articles with positive words will be used in the context of landscape and geography

4.2 Results

Listed below are the frequencies in numbers and percent for the predetermined categories.

Table 4.2: Word Frequency Results Indicated by Category, Percent and Frequency

Africa	242	20.6%
Government	256	21.8%
Violence	377	32.2%
Inadequate	56	4.8%
Disease	115	9.8%
Promiscuity	33	2.8%



4.3 Discussion

Overwhelmingly, the continent of Africa had a strong association with violence. Its frequency occurred more than mention of the subject and partial search term—Africa—itself. The hypothesis of finding violent content is confirmed. Further, violence in and of itself is considered negative. Consequently, the hypotheses regarding presence of negative adjectives and negative phrases is proven. It must also be noted that the single largest newspaper in the United States did not carry one article in reference to Africa, indicating a significant lack of self-interest and perceived public interest in the entire continent—a troubling realization.

Secondly, government was mentioned heavily. This could be an indicator of the acknowledgement of African government; however, it could also be indicative of shortcomings and an otherwise negative context. The program “Phrase finder” highlighted “United States” as one of the most recurring phrases.

Next, disease managed a large frequency and validates the association of HIV and AIDS with sub-Saharan Africa. Promiscuity was a separate category; however, since HIV and AIDS are known to be sexually transmitted diseases, one can relate words reserved for the category of “Promiscuity” with a sexually transmitted disease; arguably, the categories could be combined. The relative frequency for this combination would comprise a considerable amount.

Promiscuity as a category is also noteworthy because it confirms the literature of western portrayal of lusty African behavior. Further, the dictionary did not find any words pertinent to landscape; therefore, the hypothesis regarding positive language with landscape is unproven.

4.3.1: Critiques of the research

The experiment could be improved by including more than one variable, enabling the software to create its own charts and graphs. The study was conducted during a random date range and could retain richer data if a larger sample or date range was used. In addition, there are a few unanswered procedural issues with copying and pasting accuracy as well as factors not included in the investigation, such as whether the full text articles contained accompanying photos and specific article placement. Also, the study began with an *a priori* belief of negative media trends when referencing Africana.

4.4 Conclusions

The study is proof that Africa is portrayed in a disproportionate, negative manner by American newspapers. Subsequently, these findings indicate that portrayal of African negativity makes a significant contribution to public perception of Africa, delimiting Africa to subordination. This study can be particularly useful because it reveals that American newspapers forge negative content about Africa. The negative content of reputable American newspapers is spread indefinitely to not only American citizens, but countless citizens abroad.

4.4.1: Implications for future study

In the future, an additional study which measures existing American perception of Africa will supplement these findings. It is important to know what effect newspapers and other mass media are having, if any, on American attitude toward Africa. The use of multimedia needs to be taken into consideration as well as the response variance to African stereotypes through age difference and race.

CHAPTER 5

ADOLESCENTS' PERCEPTIONS OF AFRICAN EATING HABITS: INVESTIGATING THE EFFECTS OF PHOTO IMAGERY AND TEXTUAL FRAMING

The study explores American adolescent perceptions of Africa relative to visual and/or textual or no media priming in a controlled survey environment.

5.1 General Methodology and Design

The study attempts to answer the following questions: Does respondents' race play a role in measured perception of Africana? Will negative stories create a more negative perception of Africana? Will positive stories create a more positive perception of Africana? Will age affect responses about attitude toward Africana? Will prejudice and racism induce responses pertinent to text and imagery about Africa?

5.1.1: Methodology

2 x 5 x 2 (High & low media exposure by 5 survey conditions by high & low modern racism)

- a) baseline survey
- b) baseline survey + negative article
- c) baseline survey + negative article + negative photo image
- d) baseline survey + positive article
- e) baseline survey + positive article + positive photo image

5.1.2: Design

The experiment includes a 2 (media exposure: high and low) x 5 (visual and textual priming: control, negative text, negative text with images, positive text, positive text with images) x 2 (modern racism: high and low) and will

measure attitudes about Africa through quantitative analysis. Research subjects include middle and high school students. They answered a questionnaire about African stereotypes and opinions about populations affected by hunger/famine.

The questionnaire results pertain to the following theories: Implicit Visual Propositioning (Abraham & Appiah, 2003), Framing (Tankard, 1991), Agenda Setting (McCombs, 1994), Cultivation Analysis (Gerbner & Gross, 1976) and Intellectual Developmental Theory (Piaget, 1985).

Each respondent was randomly assigned to one of five conditions. The first condition included only a baseline survey, control, which assessed attitudes and beliefs about Africa and African people. The second condition included a negative news article about African famine followed by the control. The third condition included photo images of famine-stricken African lifestyle posted adjacent to the identical negative story about African famine, followed by the control. The fourth condition included a positive news story about healthy Africans and eating habits, followed by the control. The fifth and last condition included photo images of African fine dining lifestyle adjacent to the identical positive news story about healthy Africans and eating habits, followed by the control.

5.1.3: Subjects:

235 students participated in the study during February 2006 from The Gahanna-Jefferson Public School District, at Gahanna Middle School South and Gahanna Lincoln High School specifically. An even distribution of respondents from grades 6-12 were collected and analyzed.

5.1.4: Stimulus Materials:

Photos taken from online news and miscellaneous websites provided both negative and positive photo images for the sample new story frames.

Additionally, a sample news article was created which discusses eating habits of Africans. Since hunger and famine have been shown to be associated with Africa disproportionately, this extremely negative frame regurgitated existing African misconceptions. An alternative, positive frame of African eating habits introduce appetizing African cuisine and counter the stereotype that Africans starve or eat exotic animals. The positive, amended article is an image of contemporary Africa that may be completely foreign to many readers.

Correlating typically western diets with African ones should enable subjects to equate African routines with their own; thus, acquiring an ability to hold a more favorable opinion of Africana.

5.1.5: Procedure:

Subjects were told that they were be participating in a geography study. Written parental consent was necessary to obtain because most participants were minors.

Respondents were randomly assigned to one of five survey conditions or experiment packets. If participants received an experiment packet with only an article or a packet with an article and photo images, they answered the baseline survey immediately after reading the article and/or photos. Some participants received an experiment packet having only a baseline survey.

5.1.6: Measures:

The measurement instrument—questionnaire—collected information for the 5 dependent variables: (1) age, (2) educational background, (3) socialized environment, (4) previous travel experiences and (5) ethnicity. For each stimulus, respondents were given a schedule of populations affected by hunger/famine, the hunger/famine population indicator. The index was created by calculating the mean scores of 18, 7-point semantic differential scales from: “not at all affected” to “extremely affected”.

The questionnaire will reveal answers to the following hypotheses:

- **H1:** Respondents answering only the baseline survey will have a negative perception of Africa
- **H2:** Respondents exposed to the negative text article, will have a more negative perception of Africa
- **H3:** Respondents exposed to the negative text article with accompanying photo will have the greatest negative perception of Africa
- **H4:** Respondents exposed to the positive text article, will indicate a favorable perception of Africa.
- **H5:** Respondents exposed to the positive text article with corresponding photo will have the most favorable perception of Africa.

Questions from the survey are detailed as follows:

Age

Subjects were asked to indicate their age.

Educational Background

Subjects were asked to indicate their current or latest level of education, as well as the latest level of education of their mother and father.

Socialized Environment

Subjects were asked to indicate the country in which they have spent most of their lives, the landscape of that environment such as rural, urban, suburban or other. Subjects indicated television exposure and from what sources they consider their best source of news.

Previous Travel Experiences

Subjects were asked to indicate the continents to which they have previously traveled.

Ethnic Identity

Subjects were asked to indicate their ethnic identity or race.

5.2 Results

A multivariate analysis-of-variance (MANOVA) was conducted to determine the effect of five different news story conditions: 1) positively-framed story with no pictures; 2) positively-framed story with pictures; 3) negatively-framed story with no pictures; 4) negatively-framed story with pictures; 5) and

control—participants not exposed to any news story—on participants' perceptions of how affected each population (i.e., Africans and Americans) is by the various dietary habits mentioned in the story. Significant differences were found among the five news story conditions across the two dependent variables.

It was expected that the type of story condition would significantly affect participants' perceptions of how affected African and American populations are by famine/hunger. The MANOVA indicated significant differences based on the type of news story condition and the population, Wilks' $\Lambda = .920$, $F(8, 458) = 2.43$, $p < .01$.

Post hoc analyses consisting of pairwise comparisons to find which news story conditions significantly affected participants' perceptions of hunger/famine. When examining the effects of the five news story conditions within the African population only, Table 5.2 shows that respondents perceived the African population as being more affected by famine when exposed to the negatively framed news story with pictures ($M = 5.65$, $SD = 1.53$) than when exposed to no story at all ($M = 5.20$, $SD = 1.38$, $p < .10$), a positively-framed news story ($M = 4.98$, $SD = 1.52$, $p < .05$), and a positively-news story with pictures ($M = 4.91$, $SD = 1.67$, $p < .10$). The results also showed that participants exposed to the negatively-framed story ($M = 5.51$) were significantly more likely to perceive the African population as being more affected by famine than those participants exposed to the positively-framed story with pictures ($M = 4.91$).

Means for Responses to Populations Affected by Hunger/Famine

Table 5.2		
	American Population	African Population
Positive textual and visual content	3.67* _b	4.91 _a
Positive textual content	3.25* _b	4.98 _{a, c}
Control	3.61* _b	5.20 _{a, c}
Negative textual content	3.64* _b	5.51 _{b, c}
Negative textual and visual content	2.74* _a	5.65 _b

For the African Populations, means with different subscripts in the same column differ significantly from each other at $p < .10$

$N = 235$

5.3 Discussion

The study has indicated that portrayal of an atypical Africa manifests negative public perception. The initial hypothesis regarding a standing negative perception of Africa while encountering no visual or textual priming is proven. The respondents who received a the control experiment packet decided that Africans were more likely to suffer from hunger/famine than Americans.

The second hypothesis indicated that the respondents exposed to negative textual content only, proved that their perception of Africans affected by hunger/famine was heightened by exposure the article showcasing such an extreme. Further, the third hypothesis suggesting that those respondents given an experiment packet with both negative textual and visual imagery would measure the greatest negative perception of Africa.

To the contrary, when respondents were given the experiment packet with positive textual imagery only, the third hypothesis presuming that the respondents would have a more favorable view of African's eating habits is confirmed. Additionally, the fourth and last hypothesis stated that respondents who received an experiment packet including both positive textual and visual content would have the highest favorable image of Africans regarding their likelihood to be affected by hunger/famine.

Moreover, the overall trend of respondents indicated that Americans were always less likely to be affected by hunger/famine, no matter which experiment packet the respondents addressed. Although, American subjects were not included in the news stories of the experiment packets, it appears that Americans were most least likely to be affected by hunger/famine when respondents read experiment packets containing both negative textual and visual imagery.

Additionally the findings validate that portrayal of African realities makes a significant contribution to positive public perception of Africa; in turn, uplifting Africana from the subordination it currently suffers on a global scale. This study in its revelation that Americans have a negative attitude and perception about and toward Africa. This finding may is indicative of an existing, long held sort of racial profiling practiced in the United States.

Clearly, the United States and African countries' businesses, governments, and individual investors can benefit fiscally, politically and economically from a new, positive Africa frame in mass media. The media and educational industry as well as social standards and public policy in regards to

Africa can now be held accountable for thwarting savvy intercontinental relationships. This study is noteworthy because it promotes awareness of an underrepresented voice in American media. A topic seemingly untouched in the 21st century, in relation to emerging communication technology and research methods, has a new, raised awareness.

5.3.1: Critique

The Gahanna-Jefferson Public School system is a suburb of Columbus, Ohio. It was reported that 27% of respondents had immediate family members who have previously visited Africa. The trends for African populations to be affected by hunger/famine trend in the hypothesized direction, but are not extremely significant indicators. The high level of personal experience with Africa through assumed testimonials and family photographs may be leveling the anticipated high response variance from the five experiment packets and article formats.

The data did not support any conclusive evidence pertaining to racially motivated responses. The Latino respondent population was very low at just above 2%. While the percentages of black Americans surveyed closely mirrored American averages at 15%, the socioeconomic status of black Americans in Gahanna does not mirror the black American average. In addition, the responses of black students did not alter the statistics significantly.

5.4 Conclusion

Mass media does not have a mandate to portray Africa realistically. Such a systematic measure is necessary in order to approach Africa as media does other continents: preferably, a fresh, unpredictable frame in mass media. Since media is responsible for negative portrayal of Africa, it should also be responsible for unearthing standing commonalities between Africans and Americans, evidencing the symbiotic relationship. This study has shown that mass media has failed Americans by ignoring its standard of social responsibility with respect to Africa; however, it is not too late to correct century-old mistakes. Increasingly, news from around the world is available in an instant, Americans should know—within moments—that Africa is a colorful, diverse, economically-driven continent rich in history among a plethora of other desirable attributes. A systemic public policy initiative will dispatch such a transition.

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APPENDIX A
QUESTIONNAIRE: VERSION 1

Please read the article on the next page.

**Once you are completely finished reading,
answer the questions that follow.**

**Remember to answer each question to the best of your ability and to
mark your responses clearly.**

Thank you.

Africa Is In Need Of Reform

Author: Michael Smith

Kenya (an east African country) faces an unsettling reality. More than half of its citizens starve to death or suffer from malnutrition.

Last month, the Kenyan dry, or summer season, was unusually harsh and ended in severe drought. The normal crop season was interrupted, and the country fell short on food and water supply. This shortage resulted in 30,000 deaths, 150,000 misplaced persons and countless orphans.

What's more, in Kenya's recent past—during 1991-1995—over 500,000 adults were killed as a result of a similar lack of rainfall and crops. The orphaned child population has not recovered from the effects of the previous drought.

This country remains scorn from desertification, low rainfall, erosion and unstable government. Experts believe that Kenya must be rebuilt by beginning with the improvement of the health and nutrition of its children—requiring foreign support—many years in the making.

Photos courtesy of Glenn Davis, Epic Photos, Inc. 2005



Malnourished boy receives treatment in Kenya to improve his health.



Mothers stroll through once-used plains in search for food and shelter.



Kenyan orphans pose outside of the Watutsi orphanage.

Please answer the following questions.

**Remember to answer each question to the best of your ability
and to mark your responses clearly.**

Thank you.

Please take time to answer each question, based on your opinion only.
Please do not discuss your responses until all surveys have been collected.

1. During an average day, how much TELEVISION do you watch, in hours and minutes?

I watch TELEVISION for _____ hours and _____ minutes of television **each day**.
Example: 2 Example: 40

2. During an average day, how much RADIO do you listen to, in hours and minutes?

I listen to the RADIO for _____ hours and _____ minutes of radio **each day**.
Example: 2 Example: 40

3. During an average day, how much time do you spending reading the NEWSPAPER, in hours and minutes?

I read the NEWSPAPER for _____ hours and _____ minutes of radio **each day**.
Example: 2 Example: 40

4. To which continents have you ALREADY visited? (Check all that apply)

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> South America | <input type="checkbox"/> Asia |
| <input type="checkbox"/> North America | <input type="checkbox"/> Antarctica |
| <input type="checkbox"/> Europe | <input type="checkbox"/> Africa |
| <input type="checkbox"/> Australia | |

5. Based on what you know about world geography, how likeable is each continent?

	Not at all likeable			Extremely likeable			
South America.	1	2	3	4	5	6	7
North America.	1	2	3	4	5	6	7
Europe.	1	2	3	4	5	6	7
Australia.	1	2	3	4	5	6	7
Asia	1	2	3	4	5	6	7
Antarctica.	1	2	3	4	5	6	7
Africa.	1	2	3	4	5	6	7

6. Please indicate how much you believe that Famine/Hunger affects each of the following populations:

<u>Populations</u>	<u>Not at all Affected</u>					<u>Extremely Affected</u>	
Women	1	2	3	4	5	6	7
Children	1	2	3	4	5	6	7
Whites	1	2	3	4	5	6	7
Educated	1	2	3	4	5	6	7
Urban dwellers	1	2	3	4	5	6	7
Americans	1	2	3	4	5	6	7
Asians	1	2	3	4	5	6	7
Blacks	1	2	3	4	5	6	7
Men	1	2	3	4	5	6	7
Hardworking people	1	2	3	4	5	6	7
Poor	1	2	3	4	5	6	7
Hispanics	1	2	3	4	5	6	7
Rural dwellers	1	2	3	4	5	6	7
Criminals	1	2	3	4	5	6	7
Africans	1	2	3	4	5	6	7
Uneducated	1	2	3	4	5	6	7
Lazy people	1	2	3	4	5	6	7

**7. The following statements are opinions of others, regarding the continent of Africa.
Please rank these opinions based on your opinion of Africa.**

	<u>Strongly Disagree</u>						<u>Strongly Agree</u>	
All Africans are black.	1	2	3	4	5	6	7	
Africa is the largest continent.	1	2	3	4	5	6	7	
Africa is poor in natural resources.	1	2	3	4	5	6	7	
Africans are very intelligent.	1	2	3	4	5	6	7	
Africans are very athletic.	1	2	3	4	5	6	7	
Africans tend to be tall.	1	2	3	4	5	6	7	
Africa is mostly covered by jungle.	1	2	3	4	5	6	7	
Africa has heavy torrential rainfall.	1	2	3	4	5	6	7	
It periodically snows in Africa.	1	2	3	4	5	6	7	
Most Africans are hunters.	1	2	3	4	5	6	7	
Africa lacks most modern features.	1	2	3	4	5	6	7	
African art is considered primitive.	1	2	3	4	5	6	7	
African males have many wives.	1	2	3	4	5	6	7	
African children attend schools.	1	2	3	4	5	6	7	
African females generally tend gardens.	1	2	3	4	5	6	7	
Africa is mostly covered by desert.	1	2	3	4	5	6	7	
Africa has many active volcanoes.	1	2	3	4	5	6	7	
Africans generally practice witchcraft.	1	2	3	4	5	6	7	
Africans earn less than Europeans.	1	2	3	4	5	6	7	
Africans are often scientists.	1	2	3	4	5	6	7	
African architecture is unusual.	1	2	3	4	5	6	7	
Africans are largely Christian.	1	2	3	4	5	6	7	
African values differ from Western values.	1	2	3	4	5	6	7	

8. Consider the following statements, and circle the response that best reflects your beliefs.

	<u>Strongly Agree</u>					<u>Strongly Disagree</u>	
Political parties have too much control in our country.	1	2	3	4	5	6	7
Cloning technology should not have restrictions in our society.	1	2	3	4	5	6	7
I understand the anger of black people in America.	1	2	3	4	5	6	7
Citizens should be more active in local environmental issues.	1	2	3	4	5	6	7
Public schools should teach religion.	1	2	3	4	5	6	7
Over the past few years, government and news media have shown too much respect for blacks.	1	2	3	4	5	6	7
Motion pictures that offend any sizeable group should be banned.	1	2	3	4	5	6	7
The government should ban hand Guns, other than those used for hunting.	1	2	3	4	5	6	7
Most blacks abuse social services.	1	2	3	4	5	6	7
The streets are not safe without police officers.	1	2	3	4	5	6	7
Big industries should be held accountable for their impact on the environment.	1	2	3	4	5	6	7
Discrimination against women is no longer a problem in America.	1	2	3	4	5	6	7
Blacks should not push themselves where they are not wanted.	1	2	3	4	5	6	7
Public officials do not represent what people like me think.	1	2	3	4	5	6	7
Everyone should be able to express their beliefs, despite their beliefs.	1	2	3	4	5	6	7

	<u>Strongly Disagree</u>						<u>Strongly Agree</u>
Sexual harassment is not as prevalent as media shows.	1	2	3	4	5	6	7
Desegregation plans are influenced too much by black people.	1	2	3	4	5	6	7
Sex discrimination laws have gone too far in this country.	1	2	3	4	5	6	7
The flow of immigrants to this country has to be stopped or at least reduced.	1	2	3	4	5	6	7
I cannot influence current events or public affairs, so I should not worry about them.	1	2	3	4	5	6	7
I'm in favor of very strict enforcement of all laws.	1	2	3	4	5	6	7
Recently, blacks have gained too much economic power	1	2	3	4	5	6	7
The only way to combat violence is to use violent means.	1	2	3	4	5	6	7
Freedom of speech should be restricted for certain groups and organizations.	1	2	3	4	5	6	7
Blacks are too demanding in their push for equal rights.	1	2	3	4	5	6	7

9. Please rate each of the following news sources, based on the QUALITY of the information you receive from them.

	<u>Not informative</u>				<u>Most Informative</u>			
Magazines	1	2	3	4	5	6	7	
Newspapers	1	2	3	4	5	6	7	
Personal Experience	1	2	3	4	5	6	7	
Radio	1	2	3	4	5	6	7	
Television	1	2	3	4	5	6	7	
Textbooks	1	2	3	4	5	6	7	

10. Have you or any member of your immediate family (of those residing with you) ever visited any African country?

☐

Yes

☐

No

**Not at All
Important**

**Extremely
Important**

11. How important is it for you to visit different parts of Africa?

1

2

3

4

5

6

7

12. Please list the country in which you have lived most of your life.

Example: United States of America

13. Please list the country in which you are a citizen.

Example: United States of America

14. Which term best describes the area where you HAVE LIVED MOST of your life?

☐ Rural (agricultural
metropolis)

☐ Suburban (small city)

☐ Urban (large,

☐ Other _____

15. Which term best describes the area where you CURRENTLY LIVE?

☐ Rural (agricultural
metropolis)

☐ Suburban (small city)

☐ Urban (large,

☐ Other _____

16. How old are you, in years?

I am _____ years old.

Example: 33

17. Which is the highest level of education completed by your MOTHER? (Check one only)

☐ Elementary School

☐ Middle School

☐ High School

☐ Trade/Technical School

☐ At least some college

☐ Graduate/Professional

☐ Other _____

18. Which is the highest level of education completed by your FATHER? (Check one only)

- ☐ Elementary School ☐ Middle School ☐ High School
- ☐ Trade/Technical School ☐ At least some college ☐ Graduate/Professional
- ☐ Other _____

19. Which is the highest level of education that you have completed? (Check one only)

- ☐ Elementary School ☐ Middle School ☐ High School
- ☐ Trade/Technical School ☐ At least some College ☐ Graduate/Professional
- ☐ Other _____

20. What is your ancestral history or ethnicity? (Check ONE only)

- ☐ African/Black ☐ Asian ☐ European, White
- ☐ Hispanic/Latino ☐ Native American ☐ Pacific Islander
- ☐ Other (please list) _____
- ☐ Multi-Ethnic (please describe) _____

21. What is your first language? (Please list ONE language ONLY)

Example: English

22. What languages can you speak and read fluently? (Choose & List as many as necessary)

- ☐ English ☐ French ☐ Spanish ☐ Other(s) _____
- ☐ None

APPENDIX A
QUESTIONNAIRE: VERSION 2

Please read the article on the next page.

**Once you are completely finished reading,
answer the questions that follow.**

**Remember to answer each question to the best of your ability and to
mark your responses clearly.**

Thank you.

Africa Is In Need of Reform

Author: Michael Smith

Kenya (an east African country) faces an unsettling reality. More than half of its citizens starve to death or suffer from malnutrition.

Last month, the Kenyan dry, or summer season, was unusually harsh and ended in severe drought. The normal crop season was interrupted, and the country fell short on food and water supply. This shortage resulted in 30,000 deaths, 150,000 misplaced persons and countless orphans.

What's more, in Kenya's recent past—during 1991-1995—over 500,000 adults were killed as a result of a similar lack of rainfall and crops. The orphaned child population has not recovered from the effects of the previous drought.

This country remains scorn from desertification, low rainfall, erosion and unstable government. Experts believe that Kenya must be rebuilt by beginning with the improvement of the health and nutrition of its children—requiring foreign support—many years in the making.

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Please answer the following questions.

**Remember to answer each question to the best of your ability
and to mark your responses clearly.**

Thank you.

Please take time to answer each question, based on your opinion only.
Please do not discuss your responses until all surveys have been collected.

1. During an average day, how much TELEVISION do you watch, in hours and minutes?

I watch TELEVISION for _____ hours and _____ minutes of television **each day**.
Example: 2 Example: 40

2. During an average day, how much RADIO do you listen to, in hours and minutes?

I listen to the RADIO for _____ hours and _____ minutes of radio **each day**.
Example: 2 Example: 40

3. During an average day, how much time do you spending reading the NEWSPAPER, in hours and minutes?

I read the NEWSPAPER for _____ hours and _____ minutes of radio **each day**.
Example: 2 Example: 40

4. To which continents have you ALREADY visited? (Check all that apply)

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> South America | <input type="checkbox"/> Asia |
| <input type="checkbox"/> North America | <input type="checkbox"/> Antarctica |
| <input type="checkbox"/> Europe | <input type="checkbox"/> Africa |
| <input type="checkbox"/> Australia | |

5. Based on what you know about world geography, how likeable is each continent?

	Not at all likeable			Extremely likeable			
South America.	1	2	3	4	5	6	7
North America.	1	2	3	4	5	6	7
Europe.	1	2	3	4	5	6	7
Australia.	1	2	3	4	5	6	7
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Antarctica.	1	2	3	4	5	6	7
Africa.	1	2	3	4	5	6	7

6. Please indicate how much you believe that Famine/Hunger affects each of the following populations:

<u>Populations</u>	<u>Not at all Affected</u>					<u>Extremely Affected</u>	
Women	1	2	3	4	5	6	7
Children	1	2	3	4	5	6	7
Whites	1	2	3	4	5	6	7
Educated	1	2	3	4	5	6	7
Urban dwellers	1	2	3	4	5	6	7
Americans	1	2	3	4	5	6	7
Asians	1	2	3	4	5	6	7
Blacks	1	2	3	4	5	6	7
Men	1	2	3	4	5	6	7
Hardworking people	1	2	3	4	5	6	7
Poor	1	2	3	4	5	6	7
Hispanics	1	2	3	4	5	6	7
Rural dwellers	1	2	3	4	5	6	7
Criminals	1	2	3	4	5	6	7
Africans	1	2	3	4	5	6	7
Uneducated	1	2	3	4	5	6	7
Lazy people	1	2	3	4	5	6	7

**7. The following statements are opinions of others, regarding the continent of Africa.
Please rank these opinions based on your opinion of Africa.**

	<u>Strongly Disagree</u>						<u>Strongly Agree</u>	
All Africans are black.	1	2	3	4	5	6	7	
Africa is the largest continent.	1	2	3	4	5	6	7	
Africa is poor in natural resources.	1	2	3	4	5	6	7	
Africans are very intelligent.	1	2	3	4	5	6	7	
Africans are very athletic.	1	2	3	4	5	6	7	
Africans tend to be tall.	1	2	3	4	5	6	7	
Africa is mostly covered by jungle.	1	2	3	4	5	6	7	
Africa has heavy torrential rainfall.	1	2	3	4	5	6	7	
It periodically snows in Africa.	1	2	3	4	5	6	7	
Most Africans are hunters.	1	2	3	4	5	6	7	
Africa lacks most modern features.	1	2	3	4	5	6	7	
African art is considered primitive.	1	2	3	4	5	6	7	
African males have many wives.	1	2	3	4	5	6	7	
African children attend schools.	1	2	3	4	5	6	7	
African females generally tend gardens.	1	2	3	4	5	6	7	
Africa is mostly covered by desert.	1	2	3	4	5	6	7	
Africa has many active volcanoes.	1	2	3	4	5	6	7	
Africans generally practice witchcraft.	1	2	3	4	5	6	7	
Africans earn less than Europeans.	1	2	3	4	5	6	7	
Africans are often scientists.	1	2	3	4	5	6	7	
African architecture is unusual.	1	2	3	4	5	6	7	
Africans are largely Christian.	1	2	3	4	5	6	7	
African values differ from Western values.	1	2	3	4	5	6	7	

8. Consider the following statements, and circle the response that best reflects your beliefs.

	<u>Strongly Agree</u>					<u>Strongly Disagree</u>	
Political parties have too much control in our country.	1	2	3	4	5	6	7
Cloning technology should not have restrictions in our society.	1	2	3	4	5	6	7
I understand the anger of black people in America.	1	2	3	4	5	6	7
Citizens should be more active in local environmental issues.	1	2	3	4	5	6	7
Public schools should teach religion.	1	2	3	4	5	6	7
Over the past few years, government and news media have shown too much respect for blacks.	1	2	3	4	5	6	7
Motion pictures that offend any sizeable group should be banned.	1	2	3	4	5	6	7
The government should ban hand Guns, other than those used for hunting.	1	2	3	4	5	6	7
Most blacks abuse social services.	1	2	3	4	5	6	7
The streets are not safe without police officers.	1	2	3	4	5	6	7
Big industries should be held accountable for their impact on the environment.	1	2	3	4	5	6	7
Discrimination against women is no longer a problem in America.	1	2	3	4	5	6	7
Blacks should not push themselves where they are not wanted.	1	2	3	4	5	6	7
Public officials do not represent what people like me think.	1	2	3	4	5	6	7
Everyone should be able to express their beliefs, despite their beliefs.	1	2	3	4	5	6	7

	<u>Strongly Disagree</u>						<u>Strongly Agree</u>
Sexual harassment is not as prevalent as media shows.	1	2	3	4	5	6	7
Desegregation plans are influenced too much by black people.	1	2	3	4	5	6	7
Sex discrimination laws have gone too far in this country.	1	2	3	4	5	6	7
The flow of immigrants to this country has to be stopped or at least reduced.	1	2	3	4	5	6	7
I cannot influence current events or public affairs, so I should not worry about them.	1	2	3	4	5	6	7
I'm in favor of very strict enforcement of all laws.	1	2	3	4	5	6	7
Recently, blacks have gained too much economic power	1	2	3	4	5	6	7
The only way to combat violence is to use violent means.	1	2	3	4	5	6	7
Freedom of speech should be restricted for certain groups and organizations.	1	2	3	4	5	6	7
Blacks are too demanding in their push for equal rights.	1	2	3	4	5	6	7

9. Please rate each of the following news sources, based on the QUALITY of the information you receive from them.

	<u>Not informative</u>				<u>Most Informative</u>			
Magazines	1	2	3	4	5	6	7	
Newspapers	1	2	3	4	5	6	7	
Personal Experience	1	2	3	4	5	6	7	
Radio	1	2	3	4	5	6	7	
Television	1	2	3	4	5	6	7	
Textbooks	1	2	3	4	5	6	7	

10. Have you or any member of your immediate family (of those residing with you) ever visited any African country?

☐ Yes

☐ No

**Not at All
Important**

**Extremely
Important**

11. How important is it for you to visit different parts of Africa?

1

2

3

4

5

6

7

12. Please list the country in which you have lived most of your life.

Example: United States of America

13. Please list the country in which you are a citizen.

Example: United States of America

14. Which term best describes the area where you HAVE LIVED MOST of your life?

☐ Rural (agricultural)

☐ Suburban (small city)

☐ Urban (large, metropolis)

☐ Other _____

15. Which term best describes the area where you CURRENTLY LIVE?

☐ Rural (agricultural)

☐ Suburban (small city)

☐ Urban (large, metropolis)

☐ Other _____

16. How old are you, in years?

I am _____ years old.

Example: 33

17. Which is the highest level of education completed by your MOTHER? (Check one only)

☐ Elementary School

☐ Middle School

☐ High School

☐ Trade/Technical School

☐ At least some college

☐ Graduate/Professional

☐ Other _____

18. Which is the highest level of education completed by your FATHER? (Check one only)

- ☐ Elementary School ☐ Middle School ☐ High School
- ☐ Trade/Technical School ☐ At least some college ☐ Graduate/Professional
- ☐ Other _____

19. Which is the highest level of education that you have completed? (Check one only)

- ☐ Elementary School ☐ Middle School ☐ High School
- ☐ Trade/Technical School ☐ At least some College ☐ Graduate/Professional
- ☐ Other _____

20. What is your ancestral history or ethnicity? (Check ONE only)

- ☐ African/Black ☐ Asian ☐ European, White
- ☐ Hispanic/Latino ☐ Native American ☐ Pacific Islander
- ☐ Other (please list) _____
- ☐ Multi-Ethnic (please describe) _____

21. What is your first language? (Please list ONE language ONLY)

Example: English

22. What languages can you speak and read fluently? (Choose & List as many as necessary)

- ☐ English ☐ French ☐ Spanish ☐ Other(s) _____
- ☐ None

APPENDIX A
QUESTIONNAIRE: VERSION 3

Please answer the following questions.

**Remember to answer each question to the best of your ability
and to mark your responses clearly.**

Thank you.

Please take time to answer each question, based on your opinion only.
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1. During an average day, how much TELEVISION do you watch, in hours and minutes?

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3. During an average day, how much time do you spending reading the NEWSPAPER, in hours and minutes?

I read the NEWSPAPER for _____ hours and _____ minutes of radio **each day**.
Example: 2 Example: 40

4. To which continents have you ALREADY visited? (Check all that apply)

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> South America | <input type="checkbox"/> Asia |
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| <input type="checkbox"/> Australia | |

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6. Please indicate how much you believe that Famine/Hunger affects each of the following populations:

<u>Populations</u>	<u>Not at all Affected</u>					<u>Extremely Affected</u>	
Women	1	2	3	4	5	6	7
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10. Have you or any member of your immediate family (of those residing with you) ever visited any African country?

☐ Yes

☐ No

**Not at All
Important**

**Extremely
Important**

11. How important is it for you to visit different parts of Africa?

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12. Please list the country in which you have lived most of your life.

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13. Please list the country in which you are a citizen.

Example: United States of America

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19. Which is the highest level of education that you have completed? (Check one only)

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- ☐ Multi-Ethnic (please describe) _____

21. What is your first language? (Please list ONE language ONLY)

Example: English

22. What languages can you speak and read fluently? (Choose & List as many as necessary)

- ☐ English ☐ French ☐ Spanish ☐ Other(s) _____
- ☐ None

APPENDIX A
QUESTIONNAIRE: VERSION 4

Please read the article on the next page.

**Once you are completely finished reading,
answer the questions that follow.**

**Remember to answer each question to the best of your ability and to mark your responses
clearly.**

Thank you.

Kenya's Fine Dining Is Unmatched

Author: Michael Smith

People are drawn to Kenya (an east African country), not only for its most desired tropical climate, but its internationally acclaimed fine dining establishments.

The latest (2004) Nobel Prize winner and Kenya native, Wangari Maathai, (Won-gar-ee Ma-thigh) recommends the coco dish.

She describes the taste as a “smooth, volcanic mix of herbs and spices, which season any meat pleurably”, and Maathai further comments, “everyone must try coco at least once”. Maathai also promotes the Kenyan version of popular Italian desert, tiramisu, adding

that the “rich African spices add intense clarity” for which western foodmakers have yet to accomplish.

It is estimated that more than three million Kenyans or 75% of the population enjoy quality “dining out” everyday in restaurants which are equivalent to four-star ratings and higher. The capital city of Nairobi boasts the most established restaurant niche for the country. Further, when Kenyans aren't dining out, they enjoy delicious, cooked meals in the comfort of their own homes.

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3. During an average day, how much time do you spending reading the NEWSPAPER, in hours and minutes?

I read the NEWSPAPER for _____ hours and _____ minutes of radio **each day**.
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4. To which continents have you ALREADY visited? (Check all that apply)

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> South America | <input type="checkbox"/> Asia |
| <input type="checkbox"/> North America | <input type="checkbox"/> Antarctica |
| <input type="checkbox"/> Europe | <input type="checkbox"/> Africa |
| <input type="checkbox"/> Australia | |

5. Based on what you know about world geography, how likeable is each continent?

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North America.	1	2	3	4	5	6	7
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Asia	1	2	3	4	5	6	7
Antarctica.	1	2	3	4	5	6	7
Africa.	1	2	3	4	5	6	7

6. Please indicate how much you believe that Famine/Hunger affects each of the following populations:

<u>Populations</u>	<u>Not at all Affected</u>					<u>Extremely Affected</u>	
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Children	1	2	3	4	5	6	7
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Educated	1	2	3	4	5	6	7
Urban dwellers	1	2	3	4	5	6	7
Americans	1	2	3	4	5	6	7
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Blacks	1	2	3	4	5	6	7
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Hardworking people	1	2	3	4	5	6	7
Poor	1	2	3	4	5	6	7
Hispanics	1	2	3	4	5	6	7
Rural dwellers	1	2	3	4	5	6	7
Criminals	1	2	3	4	5	6	7
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Lazy people	1	2	3	4	5	6	7

**7. The following statements are opinions of others, regarding the continent of Africa.
Please rank these opinions based on your opinion of Africa.**

	<u>Strongly Disagree</u>						<u>Strongly Agree</u>	
All Africans are black.	1	2	3	4	5	6	7	
Africa is the largest continent.	1	2	3	4	5	6	7	
Africa is poor in natural resources.	1	2	3	4	5	6	7	
Africans are very intelligent.	1	2	3	4	5	6	7	
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8. Consider the following statements, and circle the response that best reflects your beliefs.

	<u>Strongly Agree</u>					<u>Strongly Disagree</u>	
Political parties have too much control in our country.	1	2	3	4	5	6	7
Cloning technology should not have restrictions in our society.	1	2	3	4	5	6	7
I understand the anger of black people in America.	1	2	3	4	5	6	7
Citizens should be more active in local environmental issues.	1	2	3	4	5	6	7
Public schools should teach religion.	1	2	3	4	5	6	7
Over the past few years, government and news media have shown too much respect for blacks.	1	2	3	4	5	6	7
Motion pictures that offend any sizeable group should be banned.	1	2	3	4	5	6	7
The government should ban hand Guns, other than those used for hunting.	1	2	3	4	5	6	7
Most blacks abuse social services.	1	2	3	4	5	6	7
The streets are not safe without police officers.	1	2	3	4	5	6	7
Big industries should be held accountable for their impact on the environment.	1	2	3	4	5	6	7
Discrimination against women is no longer a problem in America.	1	2	3	4	5	6	7
Blacks should not push themselves where they are not wanted.	1	2	3	4	5	6	7
Public officials do not represent what people like me think.	1	2	3	4	5	6	7
Everyone should be able to express their beliefs, despite their beliefs.	1	2	3	4	5	6	7

	<u>Strongly Disagree</u>						<u>Strongly Agree</u>
Sexual harassment is not as prevalent as media shows.	1	2	3	4	5	6	7
Desegregation plans are influenced too much by black people.	1	2	3	4	5	6	7
Sex discrimination laws have gone too far in this country.	1	2	3	4	5	6	7
The flow of immigrants to this country has to be stopped or at least reduced.	1	2	3	4	5	6	7
I cannot influence current events or public affairs, so I should not worry about them.	1	2	3	4	5	6	7
I'm in favor of very strict enforcement of all laws.	1	2	3	4	5	6	7
Recently, blacks have gained too much economic power	1	2	3	4	5	6	7
The only way to combat violence is to use violent means.	1	2	3	4	5	6	7
Freedom of speech should be restricted for certain groups and organizations.	1	2	3	4	5	6	7
Blacks are too demanding in their push for equal rights.	1	2	3	4	5	6	7

9. Please rate each of the following news sources, based on the QUALITY of the information you receive from them.

	<u>Not informative</u>				<u>Most Informative</u>			
Magazines	1	2	3	4	5	6	7	
Newspapers	1	2	3	4	5	6	7	
Personal Experience	1	2	3	4	5	6	7	
Radio	1	2	3	4	5	6	7	
Television	1	2	3	4	5	6	7	
Textbooks	1	2	3	4	5	6	7	

10. Have you or any member of your immediate family (of those residing with you) ever visited any African country?

☐ Yes

☐ No

**Not at All
Important**

**Extremely
Important**

11. How important is it for you to visit different parts of Africa?

1

2

3

4

5

6

7

12. Please list the country in which you have lived most of your life.

Example: United States of America

13. Please list the country in which you are a citizen.

Example: United States of America

14. Which term best describes the area where you HAVE LIVED MOST of your life?

☐ Rural (agricultural)

☐ Suburban (small city)

☐ Urban (large, metropolis)

☐ Other _____

15. Which term best describes the area where you CURRENTLY LIVE?

☐ Rural (agricultural)

☐ Suburban (small city)

☐ Urban (large, metropolis)

☐ Other _____

16. How old are you, in years?

I am _____ years old.

Example: 33

17. Which is the highest level of education completed by your MOTHER? (Check one only)

☐ Elementary School

☐ Middle School

☐ High School

☐ Trade/Technical School

☐ At least some college

☐ Graduate/Professional

☐ Other _____

18. Which is the highest level of education completed by your FATHER? (Check one only)

- ☐ Elementary School ☐ Middle School ☐ High School
- ☐ Trade/Technical School ☐ At least some college ☐ Graduate/Professional
- ☐ Other _____

19. Which is the highest level of education that you have completed? (Check one only)

- ☐ Elementary School ☐ Middle School ☐ High School
- ☐ Trade/Technical School ☐ At least some College ☐ Graduate/Professional
- ☐ Other _____

20. What is your ancestral history or ethnicity? (Check ONE only)

- ☐ African/Black ☐ Asian ☐ European, White
- ☐ Hispanic/Latino ☐ Native American ☐ Pacific Islander
- ☐ Other (please list) _____
- ☐ Multi-Ethnic (please describe) _____

21. What is your first language? (Please list ONE language ONLY)

Example: English

22. What languages can you speak and read fluently? (Choose & List as many as necessary)

- ☐ English ☐ French ☐ Spanish ☐ Other(s) _____
- ☐ None

APPENDIX A
QUESTIONNAIRE: VERSION 5

Please read the article on the next page.

**Once you are completely finished reading,
answer the questions that follow.**

**Remember to answer each question to the best of your ability and to mark your responses
clearly.**

Thank you.

Kenya's Fine Dining Is Unmatched

Author: Michael Smith

People are drawn to Kenya (an east African country), not only for its most desired tropical climate, but it is internationally acclaimed fine dining establishments.

The latest (2004) Nobel Prize winner and Kenya native, Wangari Maathai, (Won-gar-ee Ma-thigh) recommends the coco dish.

She describes the taste as a “smooth, volcanic mix of herbs and spices, which season any meat pleurably”, and Maathai further comments, “everyone must try coco at least once”. Maathai also promotes the Kenyan version of popular Italian desert, tiramisu, adding that the “rich African spices add intense clarity” for which western foodmakers have yet to accomplish.

It is estimated that more than three million Kenyans or 75% of the population enjoy quality “dining out” everyday in restaurants which are equivalent to four-star ratings and higher. The capital city of Nairobi boasts the most established restaurant niche for the country. Further, when Kenyans aren't dining out, they enjoy delicious, cooked meals in the comfort of their own homes.



Kenyan actress, Saba Karim, enjoys a seaside restaurant



Chicken wangari dish



Restaurant Nairobi in Nairobi, Kenya

Photos courtesy of Glenn Davis, Epic Photos Inc.

Please answer the following questions.

**Remember to answer each question to the best of your ability
and to mark your responses clearly.**

Thank you.

Please take time to answer each question, based on your opinion only.
Please do not discuss your responses until all surveys have been collected.

1. During an average day, how much TELEVISION do you watch, in hours and minutes?

I watch TELEVISION for _____ hours and _____ minutes of television **each day**.
Example: 2 Example: 40

2. During an average day, how much RADIO do you listen to, in hours and minutes?

I listen to the RADIO for _____ hours and _____ minutes of radio **each day**.
Example: 2 Example: 40

3. During an average day, how much time do you spending reading the NEWSPAPER, in hours and minutes?

I read the NEWSPAPER for _____ hours and _____ minutes of radio **each day**.
Example: 2 Example: 40

4. To which continents have you ALREADY visited? (Check all that apply)

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> South America | <input type="checkbox"/> Asia |
| <input type="checkbox"/> North America | <input type="checkbox"/> Antarctica |
| <input type="checkbox"/> Europe | <input type="checkbox"/> Africa |
| <input type="checkbox"/> Australia | |

5. Based on what you know about world geography, how likeable is each continent?

	Not at all likeable			Extremely likeable			
South America.	1	2	3	4	5	6	7
North America.	1	2	3	4	5	6	7
Europe.	1	2	3	4	5	6	7
Australia.	1	2	3	4	5	6	7
Asia	1	2	3	4	5	6	7
Antarctica.	1	2	3	4	5	6	7
Africa.	1	2	3	4	5	6	7

6. Please indicate how much you believe that Famine/Hunger affects each of the following populations:

<u>Populations</u>	<u>Not at all Affected</u>					<u>Extremely Affected</u>	
Women	1	2	3	4	5	6	7
Children	1	2	3	4	5	6	7
Whites	1	2	3	4	5	6	7
Educated	1	2	3	4	5	6	7
Urban dwellers	1	2	3	4	5	6	7
Americans	1	2	3	4	5	6	7
Asians	1	2	3	4	5	6	7
Blacks	1	2	3	4	5	6	7
Men	1	2	3	4	5	6	7
Hardworking people	1	2	3	4	5	6	7
Poor	1	2	3	4	5	6	7
Hispanics	1	2	3	4	5	6	7
Rural dwellers	1	2	3	4	5	6	7
Criminals	1	2	3	4	5	6	7
Africans	1	2	3	4	5	6	7
Uneducated	1	2	3	4	5	6	7
Lazy people	1	2	3	4	5	6	7

**7. The following statements are opinions of others, regarding the continent of Africa.
Please rank these opinions based on your opinion of Africa.**

	<u>Strongly Disagree</u>						<u>Strongly Agree</u>	
All Africans are black.	1	2	3	4	5	6	7	
Africa is the largest continent.	1	2	3	4	5	6	7	
Africa is poor in natural resources.	1	2	3	4	5	6	7	
Africans are very intelligent.	1	2	3	4	5	6	7	
Africans are very athletic.	1	2	3	4	5	6	7	
Africans tend to be tall.	1	2	3	4	5	6	7	
Africa is mostly covered by jungle.	1	2	3	4	5	6	7	
Africa has heavy torrential rainfall.	1	2	3	4	5	6	7	
It periodically snows in Africa.	1	2	3	4	5	6	7	
Most Africans are hunters.	1	2	3	4	5	6	7	
Africa lacks most modern features.	1	2	3	4	5	6	7	
African art is considered primitive.	1	2	3	4	5	6	7	
African males have many wives.	1	2	3	4	5	6	7	
African children attend schools.	1	2	3	4	5	6	7	
African females generally tend gardens.	1	2	3	4	5	6	7	
Africa is mostly covered by desert.	1	2	3	4	5	6	7	
Africa has many active volcanoes.	1	2	3	4	5	6	7	
Africans generally practice witchcraft.	1	2	3	4	5	6	7	
Africans earn less than Europeans.	1	2	3	4	5	6	7	
Africans are often scientists.	1	2	3	4	5	6	7	
African architecture is unusual.	1	2	3	4	5	6	7	
Africans are largely Christian.	1	2	3	4	5	6	7	
African values differ from Western values.	1	2	3	4	5	6	7	

8. Consider the following statements, and circle the response that best reflects your beliefs.

	<u>Strongly Agree</u>					<u>Strongly Disagree</u>	
Political parties have too much control in our country.	1	2	3	4	5	6	7
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